

Student Learning Analysis

Introduction

Overview

In this report, I'll be analyzing student work in a kindergarten classroom to see how they grow in using capitalization, punctuation, and spelling correctly in their writing over a unit. This analysis includes both phonics and writing instruction. For phonics, students use the UFLI program four days a week for about 30 minutes in the morning, with a review on Fridays. Writing instruction comes from *Science of Reading and Science of Writing Digital Writing Teaching Slides* by Tara West, which we use three times a week in the afternoon for about 20 minutes. I'll use formative assessments to track students' progress and guide future instruction.

Context

This student learning analysis consists of data collected from Country Oaks Elementary School in Commerce Township, part of the Huron Valley School District. According to GreatSchools.org, Country Oaks Elementary has an enrollment of 526 students. The gender makeup of the school is 51% female and 49% male. The racial demographics are as follows: 89% White, 5% Hispanic, 2% two or more races, less than 1% Asian or Pacific Islander, and less than 1% Native American. Additionally, 26% of the student population comes from low-income families.

Classroom

The classroom I am analyzing consists of 17 students—10 male and 7 female. The majority of the class (82%) is White, with one student identifying as two or more races, one as Asian or Pacific Islander, and one as Hispanic. Within this group, two students have Individualized Education Programs (IEPs), one has a 504 plan, and two are multilingual learners.

Since the start of the school year, students have demonstrated growth in foundational literacy skills. They can now recognize and write both uppercase and lowercase letters of the alphabet and know the common sounds for most letters. Many students are beginning to apply their phonics and reading instruction to their writing, constructing complete sentences with words they have learned.

This classroom has a supportive and collaborative environment where students feel comfortable working with one another. Most students readily ask for help when needed, fostering a sense of independence and shared learning. However, a few students exhibit perfectionist tendencies, which sometimes lead to frustration when their work does not meet their own expectations. As a teacher, I am working with these students to recognize when they need support and to communicate their needs effectively to peers or teachers.

Students

In kindergarten, formal writing assessments are not typically conducted, yet early literacy skills are crucial for writing development. To analyze my students' writing progress, I am using Acadience assessment results, which measure phonemic awareness, the alphabetic principle, and basic phonics—skills essential for early writing. Acadience data from my class shows that 58.8% of students scored at or above benchmark in Phoneme Segmentation Fluency (PSF) and Nonsense Word Fluency (NWF), while 41.2% require additional support: 11.8% in the alphabetic

principle and phonics, 11.8% in phonemic awareness, and 17.6% in all three areas. This data provides important context for analyzing students' writing, as stronger literacy skills may correlate with more developed spelling and letter formation, while students needing support may struggle with encoding sounds and applying writing conventions.

While this analysis will discuss overall class trends, I will focus on a subset of six students, tracking their writing progress over a four-week unit. This group includes two students performing at or above benchmark in PSF and NWF, two students needing support in all three literacy areas, and two students needing support specifically in phonemic awareness. These students were selected to represent a range of skill levels and provide insight into how different literacy abilities impact writing development.

Instructional Implications

Analyzing this data allows me to tailor instruction to meet the diverse needs of my students. For example, one student requiring support in phonemic awareness, the alphabetic principle, and basic phonics faces additional challenges due to unmet basic needs at home, which may impact focus and learning readiness. Another student in this category is a multi-language learner, requiring targeted instruction that builds phonemic awareness while reinforcing connections between languages. Additionally, a student who previously struggled in preschool has shown significant improvement after receiving ear tubes over the summer, leading to enhanced speech clarity and phonemic awareness, allowing for a smoother transition out of speech support. I also have a student who scored at the benchmark level but has an IEP for speech, indicating that while she meets literacy expectations, continued support in oral language development may benefit her writing and communication skills. These varying needs highlight the importance of differentiated instruction, incorporating small-group phonics work, multisensory activities, and individualized scaffolding to ensure all students make progress in their early literacy and writing development.

Learning Goals

Learning Goal	Students will be able to write a sentence using capitalization, spelling, and punctuation.
Relevant Standard	CCSS.L.K.2.: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Appropriateness	The students have a strong foundation in phonological and phonemic awareness, letter-sound correspondence, and letter formation. Given their current knowledge and abilities, they are ready to begin constructing sentences as a way to express themselves. Establishing strong writing conventions—such as capitalization, punctuation, and spelling—will enhance their writing and storytelling skills, supporting their future learning.

Assessment Overview Plan

Assessment	Types of Assessment	Time of administering	Notes
Diagnostic	Unit Pre-Assessment	1/27/25	Students write a sentence using the “I like” sentence stem. This served as an assessment to determine each student’s understanding of writing conventions. I focused on the use of uppercase and lowercase letters, punctuation at the end of sentences, and how they spelled words based on what they heard.
Formative	Written - Sentence stem: I like the ...	1/28/25	Lesson: Authors make words This lesson demonstrates to students how to "pound and sound" while writing, helping them write the sounds they hear. This skill has been taught in their phonics lessons, so incorporating it into the writing lesson provides students with cross-curricular connections. The students practice this new skill by independently writing a sentence using the stem "I like the."
Formative	Written - Sentence stem: I like ...(s)	1/30/25	Lesson: Authors can add “s” The students continue to work on writing the sounds they hear in words, which is reinforced in this lesson. The lesson also covers how to convey that the author is referring to more than one object by adding an "s" to the word. This mini-lesson explicitly teaches this concept using the examples “I like cats,” “I like dogs,” and “I like flowers.” The students practice this new skill by independently writing a sentence using the stem "I like." They are encouraged to write a word based on the sounds they hear and include an “s” to indicate more than one.
Formative	Written - Sentence stem: I see a ...	2/5/25	Lesson: Authors spell their best This lesson reminded the students that writing is hard work and they must persevere. It reinforced a concept

			learned in a previous lesson: the importance of writing the best you can and then moving on. I modeled the “pound and sound” technique for the students using the words <i>sap</i>, <i>pop</i>, and <i>sun</i>. During the conclusion of the lesson, I modeled writing a sentence, ensuring to include and discuss the use of uppercase letters to begin sentences, spaces between words, stretching or “pound and sound” words to spell what I hear, and ending punctuation. The students then independently used the sentence stem “I see a” to complete their own sentences.
Formative	Written - Students practice writing their heart words	2/10/25	Lesson: High Frequency Words As a whole group, we discussed our “heart” words (words the students have learned and know by heart). I then explained how we can incorporate these words into our writing. To support the students, they were given 10 minutes of quiet writing time to practice writing heart words on a dry erase board. The words are displayed on the wall at the front of the class, providing additional support for students who may need help with word recognition and letter formation.
Formative	Written -	2/11/25	Lesson: Authors Understand Syntax Introducing the word “syntax” sparked the students’ curiosity, as it was a new term for them. The lesson included examples like “like apples I” and “mom I . see” to help students understand how word order and punctuation affect the meaning of a sentence. We discussed why it is important for a story to make sense. The students helped me correct the mistakes in word order in my example sentences. I modeled the correct sentence structure, using uppercase letters to begin my sentence, writing the sounds I heard, and ending the sentence with a period. I also modeled rereading my sentence to ensure it made sense. The students

			were then given 10 minutes to write quietly and independently at their seats, coming up with their own ideas for sentences while being challenged to make sure their sentences made sense when reread.
Formative	Written - Sentence stem: It is fun to ...	2/20/25	Lesson: Author's give their best The lesson began by reminding the students of how far they have come as authors. We reviewed key concepts such as using sentence stems, adding more words, writing what you hear, capitalizing the first letter of a sentence, using heart words, rereading your writing to ensure it makes sense, and adding punctuation at the end of the sentence. The lesson then continued by emphasizing the importance of adding many colors to illustrations, drawing pictures that reflect what they wrote about, and writing legibly so their words are easy to read. After the lesson, students were assessed based on their individual writing using the sentence stem "It is fun to."
Summative	Multiple Choice - Quick Check	2/24/25	Students were given a quick check-in assignment where they had to choose the correct sentence. They were presented with three sentence options: one had correct spelling, capitalization, and punctuation, while the other two contained errors.
End of Unit Assessment	Final Assessment	2/27/25	Students are asked to write the sentence "I can pet the big cat." after hearing it spoken aloud.

Student Learning Analysis

In reviewing the data collected during this writing unit, I am pleased to note that all but one student in the class demonstrated growth or maintained their performance in capitalization, punctuation, and spelling. The students who remained at the same level were already meeting expectations. This overall trend is reflected in the classwide assessment results shown in Appendix A. The small group that is the focus of this analysis also showed growth on their pre- and post-assessments, aligning with the overall class trends. Appendix B contains the rubric used to assess student writing throughout the unit, including both pre- and post-assessments.

Among the six students in my subset group, one student scored 16 on both the pre- and post-assessments, showing consistency in their writing skills. Three students in the group achieved a score of 16 on the post-assessment, while two students scored 14. It is important to highlight that these two students initially scored 8 and 7 on the pre-assessment, demonstrating significant improvement. Analyzing the students' writing samples throughout the unit, I noticed a general trend of increasing scores; however, each student experienced at least one instance of a score drop. This indicates that writing development is not always linear, and occasional fluctuations in progress are to be expected. This pattern is clearly illustrated in Appendix C, which shows individual student scores across lessons and highlights the temporary dips in performance.

Looking more closely at individual students, I observed several noteworthy trends. Student 1 entered kindergarten behind some of his peers, and his preschool teachers suspected possible neurological concerns due to developmental delays. Over the summer, he had tubes placed in his ears, which may have impacted his early learning. Despite these initial challenges, his pre-assessment score was 13, and his post-assessment score increased to 16, demonstrating proficiency with the standard. Appendix D provides a visual comparison of his writing before and after instruction, highlighting the progress he made over the course of the unit.

Student 3 also showed remarkable growth, moving from a pre-assessment score of 8 to a post-assessment score of 16. This student has great potential, but challenges at home, including unmet emotional and physical needs, have impacted her learning. Her progress in this unit reinforces the importance of a structured, supportive classroom environment in helping students reach their potential. Appendix E displays her writing samples from before and after the unit, illustrating the significant improvement in her use of writing conventions.

Student 5, who has a severe speech impediment and an IEP, performed well on the pre-assessment with a score of 15. With explicit and consistent instruction, she improved further, scoring 16 on the post-assessment. Appendix F includes her writing samples, which demonstrate her continued growth and ability to apply writing conventions with increasing independence.

Student 6, a multilingual learner, started with a pre-assessment score of 7 and progressed to a 14 on the post-assessment. Throughout the unit, his writing scores steadily increased, except for one instance following an absence. Notably, he achieved a perfect score of 16 on two assignments, reinforcing his capacity to meet expectations when consistently present and engaged in instruction. Appendix G includes his pre- and post-assessment samples, which highlight the progress he made and the impact of consistent instruction on his performance.

Through this analysis, I have gained a deeper understanding that a student is not defined by a label or statistic. Growth occurs when students are placed in an environment where they feel safe, supported, and valued. This data confirms that with explicit, structured instruction delivered by a teacher who believes in their potential, all students can progress and succeed.

Instruction Provided

Each writing lesson began with a clear learning goal, which was both stated aloud and visually displayed on the Smart Board so students could read along as I told it to them. The lessons were designed to build upon one another, allowing students to make connections to prior learning that supported new understandings. Each lesson reinforced previously taught concepts, such as: sentences begin with an uppercase letter, authors use spaces, authors use

heart words, authors write using labels and word strings, authors use punctuation, authors write what they hear (pound and sound), and authors reread what they write. Revisiting these elements during each instructional period supported students' growth and encouraged them to become more independent writers. While students were writing, I circulated the room to observe their work, provide immediate feedback, and offer encouragement. This allowed me to address misconceptions on the spot and recognize effort in real time. I also used our one-on-one instruction time to reinforce specific writing goals for each student, tailoring feedback to their individual needs. Please see the assessment table above for detailed plans of each lesson, which also includes the specific reinforcements mentioned here.

Plan for Subsequent Instruction

As I consider how I will use this data to plan further instruction, I recognize the need to provide more targeted support for students who are not yet meeting expectations. According to the post-assessment data, three students are currently below the goal, with a possible fourth, as one student was absent on assessment day. To better meet their needs, I will modify instruction and implement individualized support.

One of these students is a multilingual learner. Since collecting this data, additional support has already been put in place for him. A paraprofessional now works with him during both phonics and writing instruction, and I provide one-on-one support for a few minutes after each writing lesson to reinforce new concepts.

Another student who is not yet meeting expectations has shown significant growth, but she still falls slightly below the goal. Continued practice and reinforcement will be essential for her, and I will monitor her closely to ensure she continues progressing.

The third student was meeting expectations on the pre-assessment but dropped below the benchmark on the post-assessment. This raised questions about whether one of the assessments might be an outlier. Upon reflection and further observation, I've realized that this student's performance is highly dependent on his ability to focus, which varies day to day based on factors like sleep and mood. I've found that offering him a quieter space near my desk helps him stay more focused than when he's seated at his regular table with peers. I plan to continue offering this accommodation and monitoring its effectiveness.

Overall, I feel confident in the effectiveness of the whole-group instruction for most students. The students are engaged and responding well to the curriculum. I've found that following the mini-lesson with about ten minutes of independent writing time, accompanied by soft instrumental music, creates a calm and focused atmosphere that supports their productivity. I plan to continue using this structure for the remainder of my time in this classroom and apply it in future teaching experiences.

Through this process, I've learned that responding to student data in real time and being flexible in how I support learners is essential to student success. I am also learning the importance of making small instructional adjustments that can have a meaningful impact. These experiences are shaping me into a more responsive and intentional teacher, and I will carry these lessons with me as I continue growing in this profession.

Student Growth

The students in this class demonstrated growth as learners, as shown by the increase in scores for both the subset group and the whole class when comparing pre-assessment and post-assessment results. Most students who were already meeting expectations maintained their performance, suggesting that the instruction helped solidify their skills. Meanwhile, many students who were previously below expectations improved their scores, with several now meeting grade-level expectations. These trends are illustrated in Appendix H, which displays growth among the subset group, and Appendix I, which shows a comparison of pre- and post-assessment data for the entire class.

When I reflect on what supported this growth, I recognize the importance of using a curriculum specifically designed for this grade level, which I know is engaging for my students. I used the curriculum as a foundation but modified it to better meet the needs of my class. For example, when modeling sentences, I replaced the scripted examples with ones based on shared classroom experiences. I connected our writing lessons to recent science activities, phonics instruction, or even events from the playground. These authentic, relevant connections made writing more meaningful and enjoyable for my students, which I believe helped the learning resonate more deeply.

Knowing my students and their individual experiences also helped me interpret their progress—or lack of it—with greater empathy and insight. One student, for instance, scored lower on the post-assessment than on the pre-assessment. Given what I know about this student's home life and how those challenges often carry over into the classroom, I understood that his mood and focus may have been impacted on the day of the assessment. This context is critical in understanding his results and planning future support.

Concluding Remarks

In reflecting on this assignment, I've gained a deeper understanding of the power of consistent and explicit instruction, especially when it connects to students' prior knowledge and classroom experiences (TeachingWorks, n.d.) The data from both the whole class and a small group of students show that most made meaningful progress in their understanding of standard English conventions. This reinforced how important it is for me to be intentional in how I present instruction, keeping it clear, relevant, and engaging.

One of my accomplishments during this unit was designing lessons that not only supported student growth but also sparked genuine enthusiasm for writing. Students were consistently eager to participate, and I rarely had to encourage them to begin. Their excitement and willingness to engage were some of the most rewarding parts of this experience.

As I continue to grow as an educator, I want to be intentional about listening to my students, their ideas, experiences, and perspectives, and using that insight to guide my teaching. I've learned that building connections with students is a powerful tool for supporting academic success. In future instruction, not only in writing but across all subjects, I want to keep using what I know about my students to help make learning meaningful and accessible.

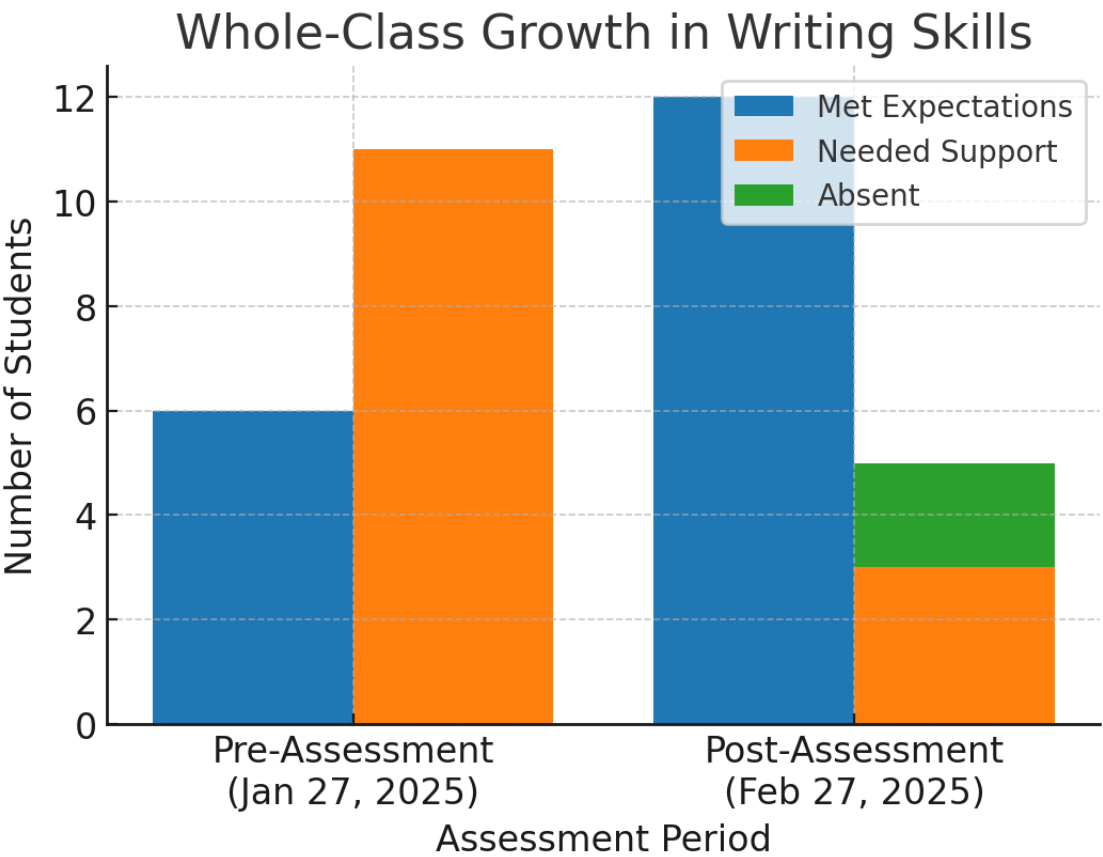
References

Great School.org (n.d.). Explore Country Oaks Elementary School in Commerce Charter township, MI. <https://www.greatschools.org/michigan/commerce-township/1986-Country-Oaks-Elementary-School/>

TeachingWorks. (n.d). Homepage. University of Michigan. <https://www.teachingworks.org/>

Appendices

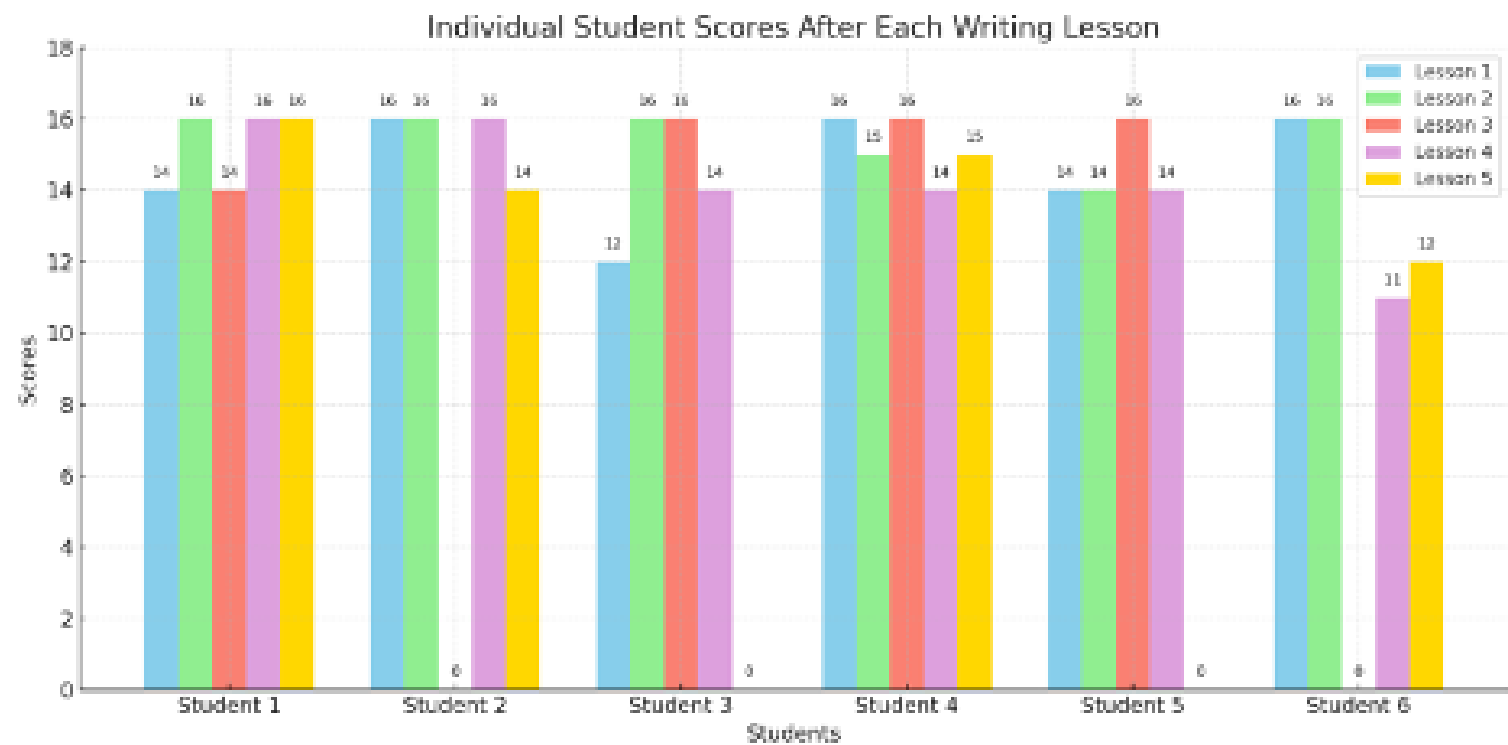
Appendix A: Whole-Class Writing Growth – Pre vs. Post Assessment



Appendix B: Writing Rubric – CCSS.L.K.2 Conventions of Standard English

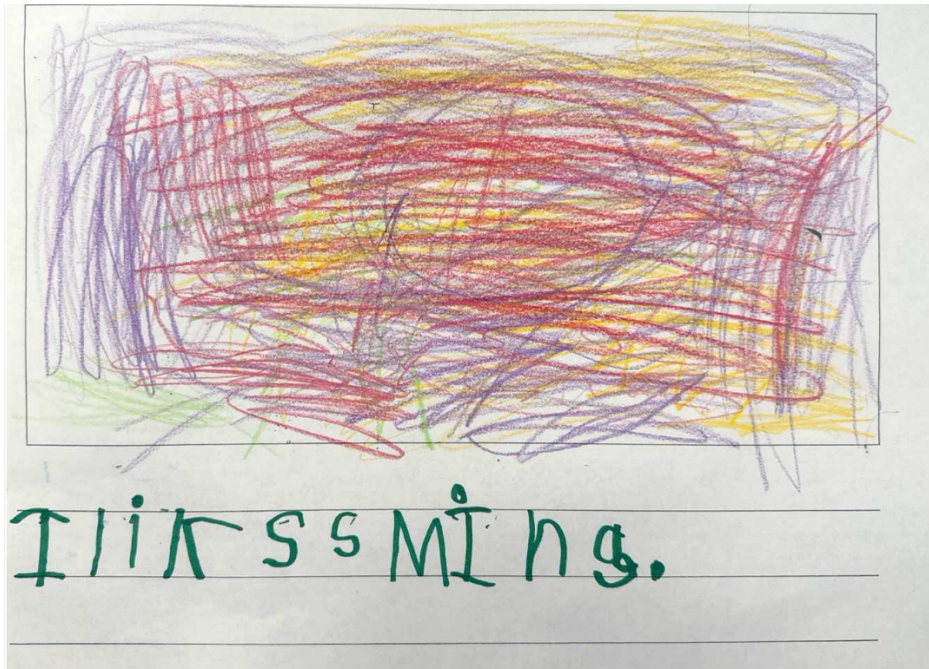
Rubric for CCSS.L.K.2: Conventions of Standard English Skill Assessed: Demonstrates command of standard English capitalization, punctuation, and spelling in writing.				
Criteria	4 - Exceeds Expectations	3 - Meets Expectations	2 - Approaching Expectations	1 - Needs Support
Capitalization	Consistently capitalizes the first word in a sentence and the pronoun “I” correctly.	Usually capitalizes the first word in a sentence and the pronoun “I” correctly.	Sometimes capitalizes the first word in a sentence and the pronoun “I” but needs reminders.	Rarely or does not capitalize correctly.
Punctuation	Consistently uses correct end punctuation (period, question mark, exclamation point).	Usually uses correct end punctuation, with occasional errors.	Sometimes uses end punctuation, but inconsistently or incorrectly.	Rarely or does not use end punctuation.
Spelling (phonetic & high-frequency words)	Spells simple words correctly and uses phonetic spelling for more complex words in a way that is easy to read.	Spells most simple words correctly and phonetic spelling is understandable.	Uses phonetic spelling but may be difficult to understand; some high-frequency words are misspelled.	Spelling is often unclear, making it difficult to understand writing.
Application in Writing	Applies capitalization, punctuation, and spelling skills independently in writing.	Applies skills in writing with minimal reminders.	Applies skills inconsistently and needs support.	Struggles to apply skills without direct guidance.

Appendix C: Subset Student Progress Across Lessons

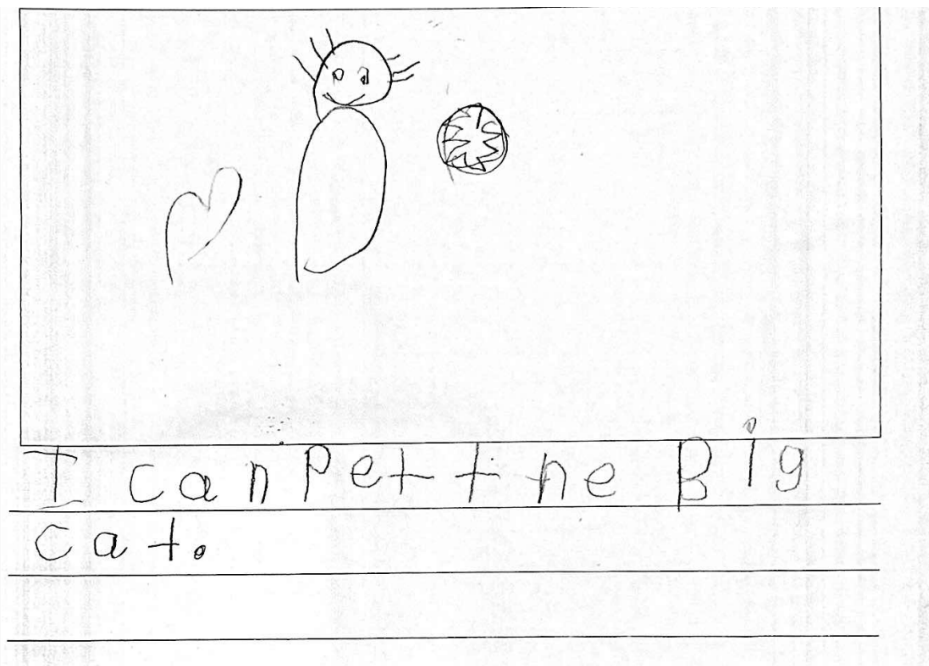


Appendix D: Student 1 – Pre- and Post-Assessment Writing Samples

Pre-Assessment

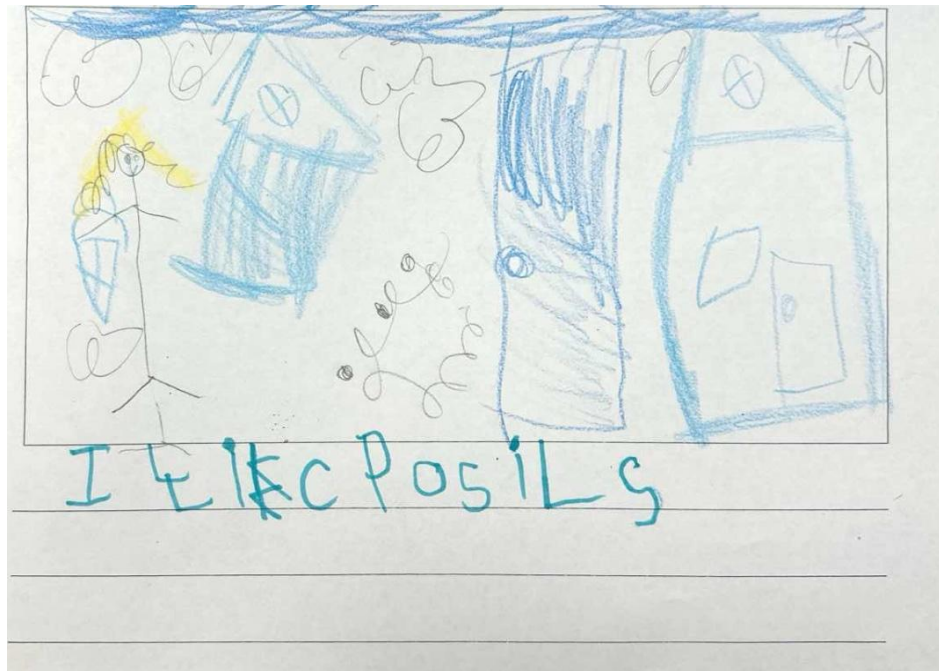


Post-Assessment

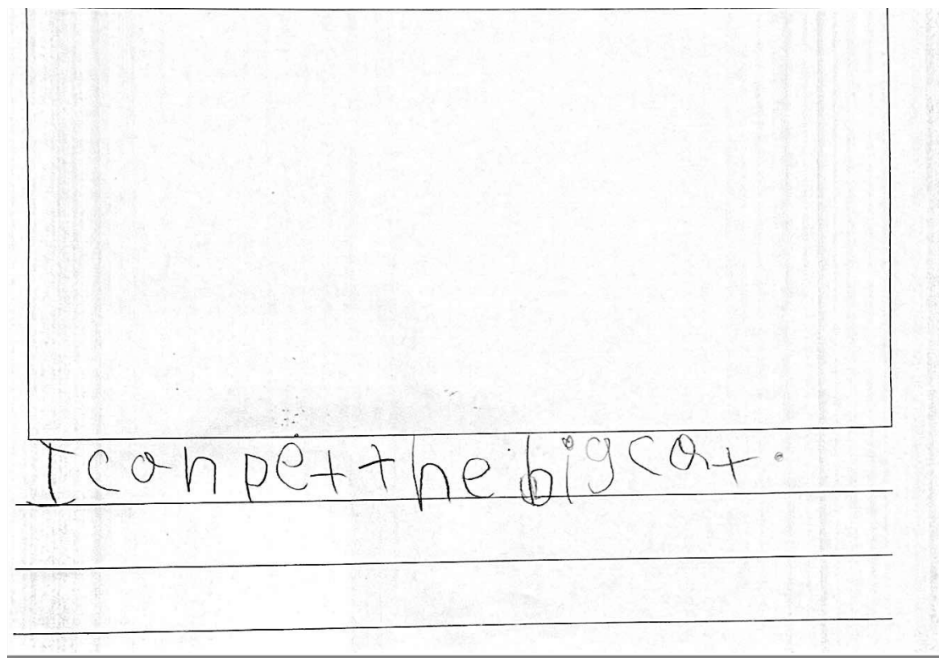


Appendix E: Student 3 – Pre- and Post-Assessment Writing Samples

Pre-Assessment

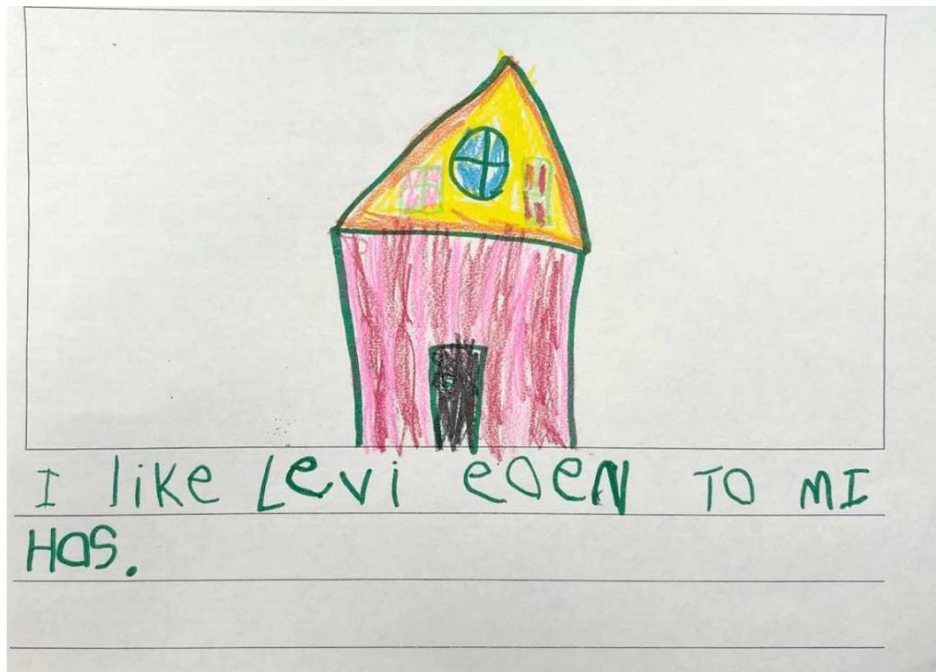


Post-Assessment

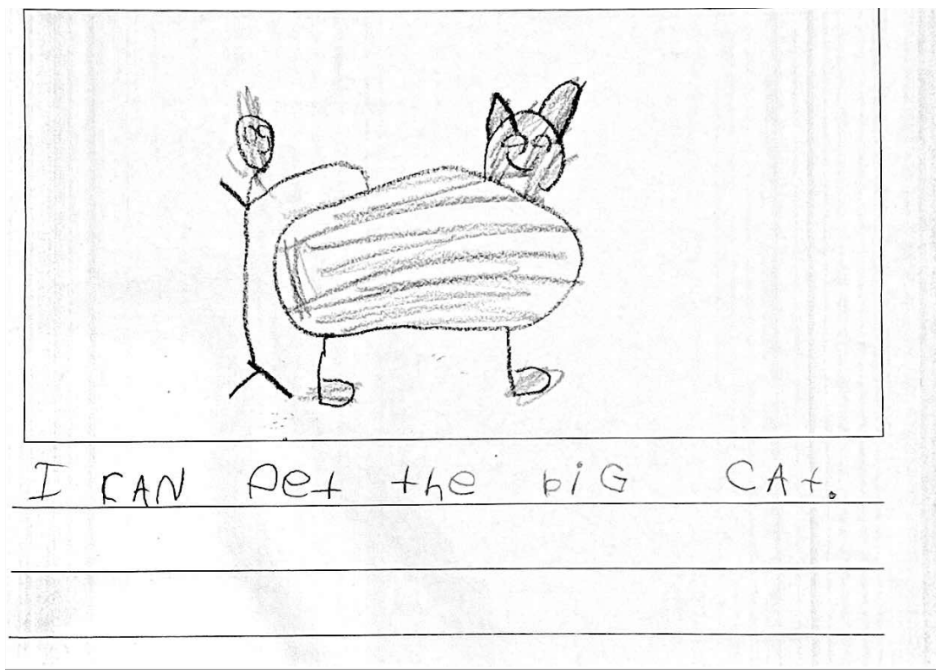


Appendix F: Student 5 – Pre- and Post-Assessment Writing Samples

Pre-Assessment

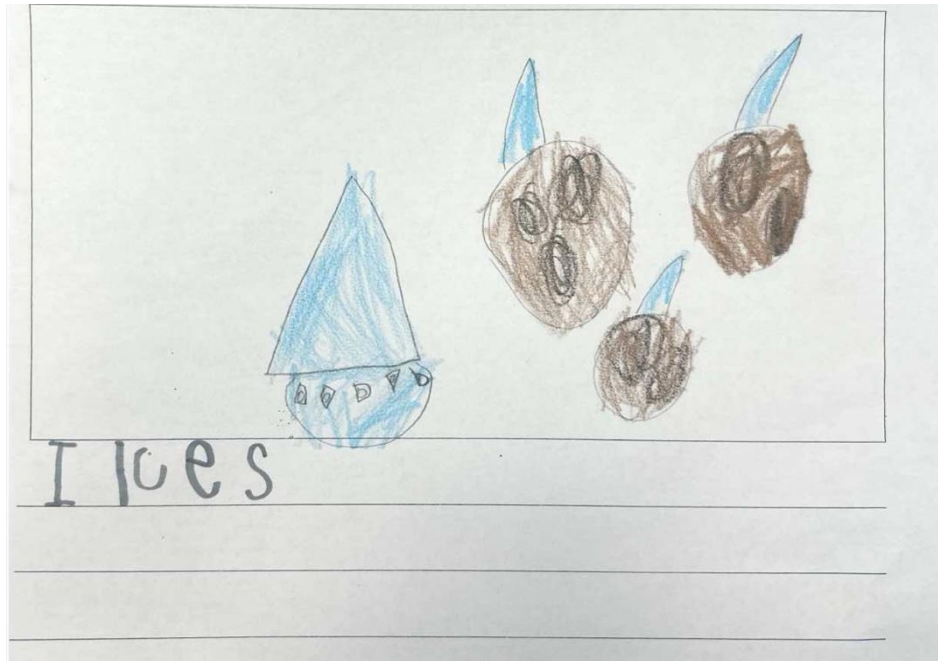


Post-Assessment

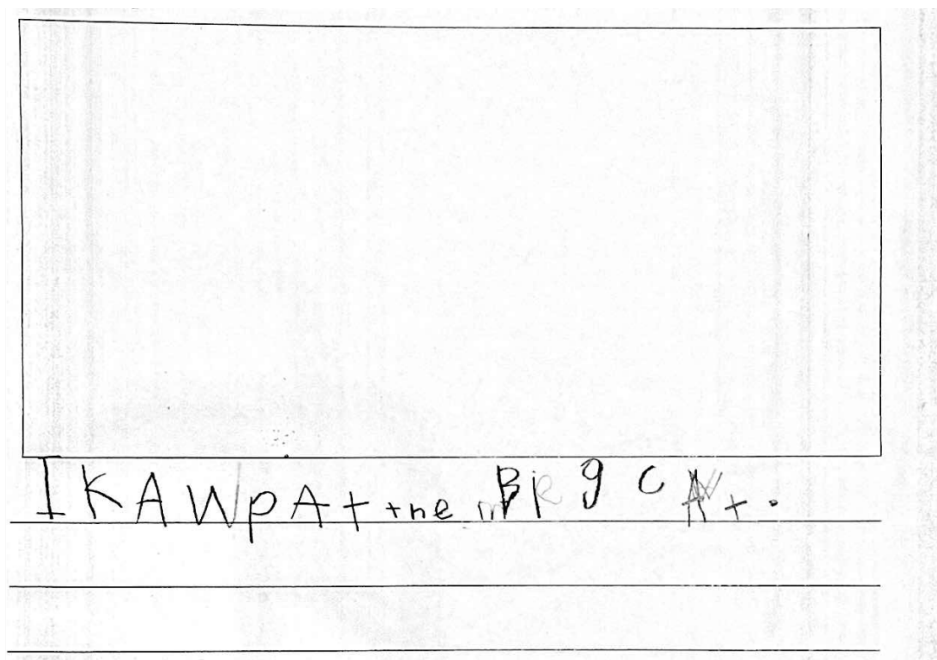


Appendix G: Student 6 – Pre- and Post-Assessment Writing Samples

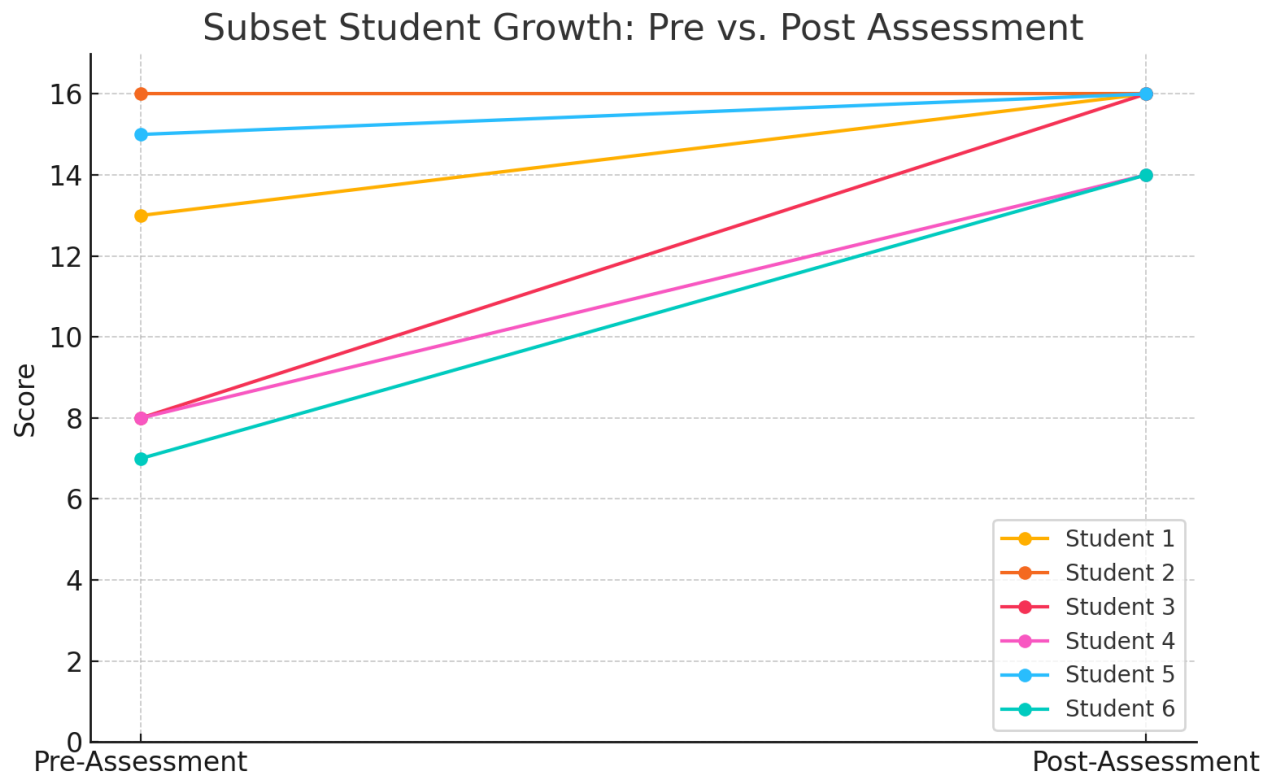
Pre-Assessment



Post-Assessment



Appendix H: Subset Group Growth – Pre vs. Post Assessment



Appendix I: Full-Class Writing Data – Score Comparison and Improvement

Full-Class Writing Data: Pre-Assessment and Post-Assessment Comparison

Student	Pre-Assessment Score	Post-Assessment Score	% Improvement	Met Expectations
Student 1	16	16	0%	Yes
Student 2	16	16	0%	Yes
Student 3	15	16	7%	Yes
Student 4	12	Absent	N/A	N/A
Student 5	14	16	14%	Yes
Student 6	10	16	60%	Yes
Student 7	7	14	100%	No
Student 8	16	16	0%	Yes
Student 9	16	Absent	N/A	N/A
Student 10	16	12	-25%	No
Student 11	16	16	0%	Yes
Student 12	13	16	23%	Yes
Student 13	8	14	75%	No
Student 14	13	16	23%	Yes
Student 15	14	16	14%	Yes
Student 16	10	16	60%	Yes
Student 17	8	16	100%	Yes